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ABSTRACT

This introductory course in Spanish teaches students to speak contemporary Spanish through the use of short dialogues based on typical school activities. The verb "estar," two forms of "you," subject pronouns, and gender are studied. Performance objectives for listening, speaking, writing, and reading skills are presented. Objectives for culture study and development of student attitudes are also presented. (RL)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Foreign Language: INTRODUCTORY SPANISH I 7503.31

FL003 134

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

INTRODUCTORY SPANISH

Part I

COURSE NUMBER 7503.31

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Dade County Public Schools

Miami, Florida

1971

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INTRODUCTORY SPANISH I

COURSE DESCRIPTION

Learn to speak contemporary Spanish through the use of short dialogs which take you from meeting a new boy and girl to a lunch in the school cafeteria. The verb estar, two forms of you, subject pronouns, and gender are studied. The logical sequence to this is 7503.32. Spanish will be the language of the classroom.

Course number 7503.31

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.

I. Listening Skills: The pupil, according to his level of maturity and achievement, will demonstrate by overt and/or spoken reaction his:

A. Understanding of the target language spoken at normal tempo:

1. Given orally ten incomplete sentences, each followed by three possible completions, the student will choose the correct one for each sentence by circling A, B, or C.

2. Given orally a list of any twenty numbers between 1 and 50 at random order, the student will write each number as he hears it. Minimal degree of success is 80%.

3. Given orally five classroom commands previously studied, the student will act according to the command heard. The minimum degree of proficiency achieved will be 80% by the majority of the class.

4. Given orally a list of twenty masculine and feminine nouns, the student will identify correct gender by marking either M or F. The minimum degree of proficiency achieved will be 80% by the majority of the class.

B. Comprehension of new arrangements of familiar content.

1. Given orally a series of ten sentences or questions, each one followed by three suggested rejoinders, the student will choose the correct rejoinder by circling A, B, or C - as corresponds to the correct choice.

2. Given orally a series of ten questions, each one followed by three suggested answers, the student will choose the correct answer by circling A, B, or C on the answer sheet.

C. Understanding of two natives of the target culture speaking on topics within range of experiences: given orally (three times) short prepared dialogs or narratives of no more than two lines per speaker, followed by no more than three questions, and the respective answers, the student will write Verdadero o Falso as the correct answer for the questions given.

D. Understanding of conversation based on everyday structure. Given orally (three times) 5 simple dialogs, each followed by categories of everyday situations previously studied - time, eating, school, etc. - the student will choose the correct category by circling the corresponding letter. The majority of the class will choose correctly at least three out of five.

II. Speaking Skills: According to his level of maturity and achievement, the learner will speak with intonation and pronunciation acceptable to the teacher:

A. Imitate conversations of models at natural speed.

1. Given orally five basic greetings and farewells, the student will imitate what he has heard.

2. Given orally the lines of the dialogs included in this course, the student will imitate what is heard.

3. Given orally the seven days of the week, the student will repeat what he has heard.

B. Discriminate and pronounce sounds:

1. After hearing each of 10 minimal pairs* on vowel contrast o-a, e-i, u-o, the student will discriminate the correct sound by marking 1 or 2 on a prepared answer sheet.

2. Given five minimal pairs containing the sounds emphasized in the material taught, the student will respond orally, giving the correct sound.

C. Perform necessary changes in form and order by practicing these changes in structure drills and exercises:

1. Given a person - number substitution drill on the verb estar, the student will restate with 70% minimal accuracy, the pattern sentence, performing the proper changes.

2. Given the oral replacement drills of materials taught, the student will restate the correct pattern performing the necessary changes. Minimal degree of success 70%.

* See AL-M Manual

D. Answer questions about his usual activities:

1. Given questions dealing with weather, numbers, and direction, the student will answer them orally within a time limit designated by the teacher.

2. Given the directed dialogs of materials taught, the student will respond according to directions given.

E. Ask questions relating to his usual activities:

1. Given a verbal cue on weather situations such as "frío", the student will ask a pertinent question within a time limit designated by the teacher.

2. Presented with a visual stimulus included in the dialogs, the student will ask pertinent questions with the time of response to be determined by the teacher.

F. Recognize structural or grammatical signals given orally by applying them correctly in pattern drills: Using subject pronouns as cues, the student will construct orally, a pattern sentence, placing the cue in the correct structural position.

III. Reading Skills: According to his level of maturity and achievement, the learner will read with intonation and pronunciation acceptable to the teacher:

A. Awareness of regular sound - letter correspondence:

1. Given a list of words containing the main sounds emphasized in the quin, the student will correctly pronounce or write each sound.

2. Given a list of aural couplets in English and Spanish (tan/tan; tú/two), the student will distinguish the English word from the Spanish word by marking a check on a prepared checklist.

B. Skill of oral reading as evidenced by intonation, juncture and pronunciation.

1. Given five selected lines eliciting intonation and/or juncture (ie, Es una amiga mía), the student will read orally.

2. Given a list of words containing difficult sounds emphasized in this course, the student will pronounce each word correctly.

C. Skill of reading with direct comprehension

1. Given four written sentences based on materials taught, the student will answer in English a majority of the questions asked about their content.

2. Students will select the proper completion for sentences given by circling A, B, or C after reading a given narrative.

IV. Writing Skills: According to his level of maturity and achievement, the learner will be able to:

A. Copy in the target language that which he has previously heard, spoken and read with 90% proficiency. Given lines from the dialogs taught, the student will copy each line with correct orthography and punctuation.

B. Write from dictation the target language content which he has previously heard, spoken and read with 90% accuracy.

1. Given orally 10 numbers, the student will write the word for the number.

2. Dictated the days of the week, in random order, the student will write each day - with 90% proficiency.

C. Write exercises requiring minimal structural changes. Given one model sentence on the verbs taught, the student will write the model sentence making the appropriate structural changes.

V. Culture knowledge - a majority of the students will attain these minimum objectives:

A. Given four forms of address used in Spanish-speaking countries, the student will correctly identify correct usage of two.

B. Given four situations in English, the student will correctly indicate the proper form of you to be used in two situations.

C. Given a map of the world, the student will identify three geographic areas where Spanish is spoken habitually.

D. Given a map of Florida and the Caribbean area, the student will locate two sites with a Spanish historical background.

E. Given 5 foods typical of Spanish speakers, the student will describe 3.

VI. Attitude

A. Project

B. Register for further courses

COURSE CONTENT

Grammatical Inventory "La clase"

I. Structures

A. Greetings - farewells and appropriate responses:

1. ¡hola!
2. ¿qué tal?
3. ¿cómo estas?
4. oye
5. ¿cómo se llama?
6. quiero presentarte
7. se llama
8. adiós
9. hasta mañana - luego
10. buenas tardes
11. buenas noches
12. buenos días
13. muy bien
14. bien, gracias

B. Question words

1. ¿cómo?
2. ¿quién?
3. ¿quiénes?
4. ¿de quién?
5. ¿con quién?
6. ¿con quiénes?
7. ¿de quiénes?
8. ¿adónde?
9. ¿dónde?
10. ¿qué?
11. ¿cuánto?
12. ¿cuántos?
13. ¿cuántas?

C. Imperative - exercises in supplementary material

1. ¡ven!
2. ¡oye!

D. Ser vs. estar - Present Tense; 2nd and 3rd person singular

1. Estar - temporary condition (health)
2. Ser - identity, possession, quantity

E. Uses of prepositions 'a' and 'de'

F. Uses of 'bueno' - end to a conversation, giving consent, in place of English 'O.K.'

G. Regular '-a' verbs, Present Tense

1. llamar
2. presentar
3. estudiar
4. preguntar
5. contestar

H. Irregular '-a' verbs

estar

I. Irregular '-e' verbs

1. ser
2. querer

J. Irregular '-i' verbs

1. venir
2. ir
3. decir

II. Vocabulary

A. Verbs

1. estar
2. ser
3. presentar
4. querer
5. ir
6. estudiar

B. Nouns

1. Isabel
2. Juan
3. Roberto
4. chico -a
5. amigo -a
6. gusto
7. clase

COURSE CONTENT

Grammatical Inventory "la biblioteca

I. Structures

A. Interjections or words used with that function

1. ¡oye!
2. ¡caramba!
3. ¡chico!
4. ¡hombre!
5. ¡si!

B. Question words, words used to answer

1. ¿cuál?
2. ¿cuáles?
3. ¿por qué?
4. ¿para qué?
5. porque

C. Pronominal variants

1. conmigo
2. contigo
3. consigo

D. Adverbs

1. allí
2. allá
3. aquí
4. acá

E. Estar vs. quedar

1. estar - location of movable and immovable objects
2. quedar - location of immovable objects

F. Regular '-a' verbs

1. olvidar
2. guardar
3. esperar
4. quedar
5. buscar

G. Regular '-e' verbs

leer

H. Regular '-i' verbs

none

I. Irregular '-i' verbs

ir

J. Expressions of weather with"hacer"

1. frío
2. calor
3. fresco
4. bien
5. mal

K. Subject pronouns

L. Agreement of person and number

M. Estar - present tense

II. Vocabulary

A. Verbs

1. oir (imperative)
2. quedar
3. tener
4. buscar
5. leer
6. esperar
7. parecer
8. guardar
9. olvidar

B. Nouns

1. biblioteca
2. libro
3. periódico
4. cuarderno
5. papel
6. novela
7. mesa
8. morena
9. hermano -a
10. silla

COURSE CONTENT

Grammatical Inventory "El almuerzo"

I. Structures

A. Questions on time - telling of time

B. Interjections

1. ¡pues!
2. ¡seguro!

C. Es hora de Infinitive

D. Uses of haber: hay ≠ noun

E. Definite articles

F. Pronominal variants

mi

G. Tampoco vs. también

H. Regular '-a' verbs

1. gustar, reflexive and transitive
2. pasar, reflexive and transitive
3. tomar, transitive

I. Irregular '-a' verbs

dar

J. Stem - changing '-a' verbs

almorzar

K. Regular '-e' verbs

comer

L. Regular '-i' verbs

none

M. Stem - changing '-i' verbs

1. preferir
2. preferir noun

N. Days of the week

O. Pasar ≠ article ≠ noun

P. Negative structures

Q. Seguro que ≠ Present tense verb

II. Vocabulary

A. Verbs

1. comer
2. haber
3. gustar
4. preferir
5. pasar
6. tomar
7. dar

B. Nouns

1. hora
2. almuerzo
3. albódiga
4. hambre
5. arroz
6. papas fritas
7. pan
8. mantequilla
9. postre
10. helado

SUGGESTED EXPANSION OF MATERIALS

"La clase"

I. Additional tapes*

A. Narratives: (tapes included)

1. Rosa y Carlos
2. Pepe y María
3. Carlos, María y Rosa en la escuela
4. Carlos
5. Miguel
6. tres chicos
7. Carmen, María y Luis

B. Questions on ALM dialog I

C. Vocabulary on ALM dialog I

D. Structure:

1. Greetings and farewells
2. Numbers - subtraction and addition
3. Questions on greetings and farewells
4. Original drills on structure

II. Culture

A. Forms of address

1. Greetings
2. Titles
3. Forms of you - tú, Ud.

B. Extent of use of Spanish language

1. Maps
2. Statistics

C. Brief introduction to history of Florida and South West USA

"La biblioteca"

I. Additional tapes*

* Dade ALM: Masters and tapes may be obtained from the Dade County office of Foreign Languages.

A. Narratives: (tapes included)

1. La biblioteca
2. La biblioteca de mi escuela
3. Pepe y María en la bilblioteca

B. Listening comprehension quiz to narratives

C. Questions on AIM dialog (related to dialog and personal questions)

D. Drills on vocabulary

E. Original drills on estar, ir, tener, and tener que infinitive

F. Interrogatives

G. Supplementary drills

H. Additional drills on weather

1. está lloviendo
2. hace sol
3. está nublado
4. va a llover

II. Culture

A. Caribbean area

1. Maps
2. Customs
3. Dances
4. Current political trends

"El almuerzo"

I. Additional tapes*

A. Narratives (tapes included)

1. El almuerzo
2. La hora del almuerzo
3. María y Luis
4. Alberto y Juan
5. La novela - dialog and narrative
6. El periódico - dialog and narrative
7. En el parque - dialog and narrative

* Dade AIM: Masters and tapes may be obtained from the Dade County office of Foreign Languages.

1. Saludos
2. El cumpleaños de Luisa
3. El restaurante
4. Reading: En la biblioteca

B. Listening comprehension to narratives

C. Questions on dialog ALM

D. Drills on definite article (pp. 15-16 ALM)

E. Original drills - definite article, gustar

F. Original questions asked by students

II. Culture

A. Time of meals

B. Typical meals

C. Field trip to a restaurant

SAMPLE EVALUATION

Instrument for measuring the performance objective Ib-1

A series of sentences will be read aloud. For each one, three rejoinders will be suggested. Listen to each sentence, then write on your answer sheet A, B, or C according to whether the most likely rejoinder is the first, second, or third one read.

1. ¿Qué hora es?

   a. a las dos
   b. son las tres
   c. a la una

2. ¿Dónde come Ud. su almuerzo?

   a. en la escuela
   b. en la iglesia
   c. en la clase

3. ¿le gusta la carne?

   a. sí, le gusta
   b. sí, me gusta
   c. sí, te gusta

Instrument for measuring the performance objective 2C-1

Given a person - number substitution drill on the verb estar, the student will restate the pattern sentence, performing the necessary changes.

1. Yo estoy en la escuela

   a. nosotros _____.

   b. tú y yo _____.

   c. María _____.

2. Roberto está en la bilioteca

   a. ellos _____.

   b. ella _____.

   c. Isabel y Roberto _____.

3. Tú estás en la clase

   a. yo _____.

   b. ella y yo _____.

   c. nosotras _____.

SAMPLE EVALUATION

Instrument for measuring the performance objective IIIC-1

The student will read the following sentences. After them there are a series of questions. The student will answer them.

1. Mi escuela tiene una bilioteca muy grande. Allí hay muchas mesas y sillas.

2. Mis amigos van a la bilioteca todos los días. Ellos tienen que leer las novelas para la clase de español.

3. En la bilioteca hay también muchos libros, revistas, y periódicos.

4. Mi hermana estudia en la bilioteca pero mi hermano estudia en la clase.

1. ¿Cómo es la la bilioteca?
   ¿Hay muchas sillas?

2. ¿Dónde leen?
   ¿Qué leen?

3. ¿Qué hay en la bilioteca?
   ¿Hay muchos libros o no?

4. ¿Dónde estudia mi hermano?
   ¿Dónde estudia mi hermana?

Instrument for measuring the performance objective IVC-1

Using the model sentence fill the following blanks using the subject pronoun as a cue:

1. Yo estoy en la bilioteca

   Nosotros _____.

   El _____.

   Tú y yo _____.

   María está en la escuela

   Roberto y Pepe _____.

   Ellas _____.

SAMPLE EVALUATION

Instrument for measuring knowledge of culture. Performance objective VI

1. Explain the use of "Ud." and "tú"

2. If you were to have lunch in a Spanish restaurant, what would you order?

   Write this in a menu form.

Instrument for measuring attitude changes. Performance objective VI

Evaluation: (optional) - on a separate sheet and no name signed.

a. Do you plan to continue studying Spanish - why, why not?

b. Have you on your own (not as an assignment) watched a Spanish TV program, listened to a Spanish radio broadcast, or attended a Spanish movie, etc?

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